COMMANDERS DIGEST

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# JUNIOR ROTC

**Navy Junior Reserve Officers Training Corps cadets are briefed by a U.S. Marine Corps officer during a field trip to Camp Lejeune, North Carolina. Public Law 88–647 "The ROTC Vitialization Act of 1964" requires the Secretary of each of the Military Departments to establish and maintain Junior ROTC units.**

The history of Junior Reserve Officers Training Corps (ROTC) dates from 1916 when the National Defense Act provided a junior course for non-collegiate military schools and other preparatory schools. The Army implemented the program in the 1919–1920 school year with about 45,000 students. By school year 1941–1942, the Junior Division enrollment had increased to 72,000, but during the post-war years its popularity waned and by 1963 student enrollment was just under 60,000 in 254 Junior ROTC units.

Public Law 88–647, the ROTC Vitalization Act of 1964, required the Secretary of each of the Military Departments to establish and maintain Junior ROTC units. Not more than 200 units would be established each year by the Department of Defense and the maximum number of units would not exceed 1,200.

The act also called for an equitable geographical distribution of Junior ROTC units throughout the Nation. A minimum of 100 students, at least 14 years of age and citizens of the United States, are necessary for establishment and continuation of a unit. Schools are required to provide adequate facilities for classrooms, equipment storage space and drill areas, and conduct, as a minimum, a three-year course of military instruction.

Course membership in Junior ROTC is limited to students who maintain academic and discipline standards acceptable to the military. The Services are required to provide necessary texts, equipment and uniforms, and to establish the

# JUNIOR ROTC

## A Benefit To Students And Nation

minimum performance standards for their units. The act authorizes the employment of retired military personnel, enabling them to receive a rate of pay identical with the amount they would receive if on active duty but without special allowances (i. e., hazardous duty pay, flying pay, etc.). The difference between active duty and retirement pay is paid by the school. However, half the amount is reimbursed to the school by the Military Departments. Retired officer and enlisted instructors are hired by the school and not the Military Department.

Subsequent to the passage of the 1964 law, the Navy, Marine Corp and Air Force started Junior ROTC programs of their own. The result has been a moderate expansion based upon the popularity of the curriculum. In FY 1975 there are approximately 180,000 students enrolled in Junior ROTC. Of that number approximately 50,000 are females. A total of 1,188 units are operational. The Army has 650 units; the Air Force, 266; the Navy, 223; and the Marine Corp, 49.

In 1971 the National Association of Secondary School Principals conducted a survey of the reaction of high school principals to the Junior ROTC program. The results of the survey indicated a very favorable attitude toward Junior ROTC.

### Program Objectives

The Junior ROTC program provides an opportunity for secondary school students to learn about the basic elements and requirements for national security and their personal obligations as American citizens to contribute toward national security. Specifically, Junior ROTC is designed to:

- Develop informed and responsible citizens.
- Strengthen character.
- Promote an understanding of the basic elements and requirements for national security.
- Help form habits of self-discipline.
- Develop respect for and an understanding of the need for constituted authority in a democratic society.
- Develop an interest in military service as a possible career.

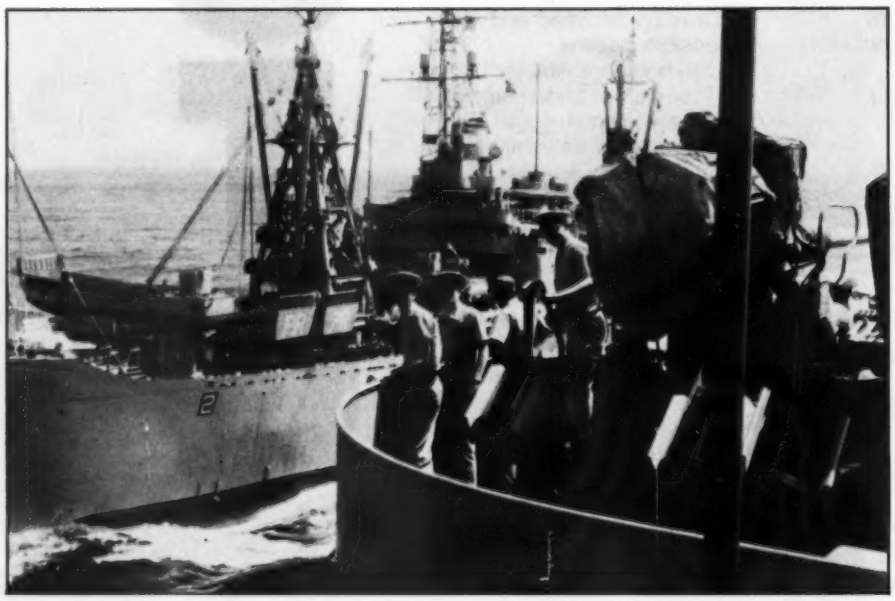
### Policy and Responsibilities

The Junior ROTC program is an officially sponsored activity of the Department of Defense. It provides meaningful military training that will be of benefit to the student and of value to the Departments of the Army, Navy and Air Force. The Services provide for a fair and equitable geographical distribution of their units. No school is permitted to have a Junior ROTC unit from more than one Service. The Junior ROTC curriculum is prescribed by the Secretaries of the Military Departments. The program of instruction is three academic years in duration. Students who complete the course of instruction are entitled to advanced promotion upon enlistment in an active or reserve component of a Military Service. Additionally, those students continuing on to college are given one year's credit in the basic course of Senior ROTC.

# NAVY JROTC

The Navy Junior Reserve Officer Training Corps (NJROTC) has been established to present to a select group of high school students the opportunity to embark on an interesting and rewarding experience as naval cadets.

By emphasizing physical fitness, orderly appearance, respectful conduct, and individual responsibility, in addition to classroom instruction, the NJROTC program seeks to develop informed leaders with a strong sense of self-reliance, a personal knowledge of the responsibilities of citizenship in a democratic society, and an appreciation of the Navy's role in national defense.



**Santa Ana, California, High School Navy Junior ROTC cadets participate in training exercises aboard the U.S.S. Niagara Falls.**

## History and Development

Early in 1963 the Assistant Secretary of Defense (Manpower) convened an ad hoc committee with members from all Service agencies represented. The purpose of the committee was to "Study, analyze and submit recommendations on the future operations of the Junior ROTC and National Defense Cadet Corps Programs."

The Committee evaluated the Army Junior ROTC program and a summary of its findings is contained in *"Report of the Ad Hoc Committee on Future Operation of the Junior Division ROTC and National Defense Cadet Corps Program," of June 1963.*

On November 14, 1963, Representative F. Edward Hebert of Louisiana introduced to Congress H. R. 9124, which contained the provision for implementation of the Junior ROTC Program. The requirement for all Services to participate in the Junior ROTC Program represented a new philosophy since, previously, all ROTC at the secondary school level had been conducted by the Department of the Army.

Following the introduction of H. R. 9124, legislation was formalized and signed into law by the President as Public Law 88–647. This bill, dated October 13, 1964, was titled "Reserve Officers' Training Corps Vitalization Act of 1964" and is reflected in Title 10, U.S. Code, Chapter 102.

Among the provisions of this act were:

- The Secretary of each Military Service would establish and maintain a Junior Reserve Officers' Training Corps, organized into units at public and private secondary educational institutions which apply for units and meet the standards and criteria prescribed by the Secretaries.
- The program would commence in calendar year 1966.
- The total of these units would not exceed 1,200.
- Enrollment would be limited to physically fit male citizens who are at least 14 years of age. Public Law 93–165, enacted in 1973, deleted the word "male" to permit full participation by female cadets.
- The units must maintain a minimum of 100 students.
- The host school would

provide storage facilities for all government equipment supplied.

- The Junior ROTC course would be of at least three years' duration.

- Institutions would select and employ retired officers and enlisted personnel whose qualifications are approved by the Secretary of the Military Department concerned to administer the basic military orientation courses.

Retired personnel so employed will receive their retired or retainer pay and shall receive as salary at least an amount equal to the difference between their annual retired pay and the annual active duty pay and allowances, excluding hazardous duty pay, which they would receive if ordered to active duty. The institution is the employing agency and shall pay the full annual salary to the individual employed. The Secretary of the Navy will pay the institution, from funds appropriated for that purpose, one-half the amount equal to the difference between annual retired pay and the annual active duty pay and allowances, excluding hazardous duty pay, which the retiree would receive if ordered to active duty.

As the employer, the host institution is responsible for income and social security taxes, as for any other employee.

The responsibility for administration of the Navy's high school level education program is assigned to the Chief of Naval Education and Training (CNET).

The NJROTC program is built upon contemporary concepts of education and its aims and objectives are tuned to the needs of today's high school student. As prescribed by the implementing legislation, certain traditional concepts are included. The NJROTC program, however, is specifically designed to meet the requirements of this era of scientific achievement and technological development, and the program will play a key part in preparing future citizens for their roles in modern society.

## Aims and Objectives

The NJROTC has four basic objectives:

a. To promote habits of orderliness and precision and to develop respect for constituted authority.

b. To promote patriotism.

c. To develop a high degree of personal honor, self-reliance, individual discipline and leadership.

d. To provide a means for students to become better informed citizens on matters of national security and to develop a knowledge and an appreciation of the U.S. Navy's role in the national defense structure.

## Naval Support and Supervision

The Navy will support the NJROTC program as necessary to meet stated educational aims and objectives.

Instructor personnel will be qualified

**Issaquah High School Navy Junior ROTC cadets receive a classroom inspection from personnel of the Seattle Naval Station, Washington.**

officers and chief petty officers who have recently retired. Educational materials and equipment related to the teaching of the naval science curriculum will be provided by the Navy. The Navy will also issue uniforms and insignia to each cadet in the program.

Primary responsibility for operation of the NJROTC program will rest with the local school authorities and the program will meet their criteria and standards. In essence, it is a program in cooperation with the United States Navy, to provide current naval science information which will be consistent with other fields of study in secondary education.

## School Selection Criteria

The following selection criteria are to be considered for schools which are applying for a NJROTC unit and to be reported on the evaluation criteria sheet provided the candidate school.

- Proximity of the high school to a naval installation (to assist with support).
- Sufficient student enrollment to support the program.
- Breadth of curriculum offered by the school.
- High percentage of college-accepted graduates from the school.
- School accreditation.
- School does not host a JROTC unit of another Military Service.
- Adequate offices, classrooms and facilities for storage and safeguarding of government equipment.
- Capability of school's facilities to host a NJROTC unit.
- Educational philosophy and objectives of the school.
- Enthusiasm for the program as indicated by school administrators and the community.
- School location consistent with the requirement of the Congress for fair and equitable distribution throughout the Nation.

## Curriculum

In developing the curriculum to be taught in the NJROTC program, the Navy received valuable assistance from many secondary school administrators, teachers, curriculum experts, education advisors, and civic leaders. The curriculum was designed especially to assist the student in becoming a better informed citizen on matters of national security and the challenge of today's Navy. It is constantly being reviewed and updated to keep pace with improved educational developments and a fast changing world.

The naval science curriculum consists of two programs:

a. The "minimum" program is designed to satisfy the requirements for schools granting ½ credit for each year completed. It consists of 96 hours of instruction per year for each of three years of high school and has two classroom sessions and one leadership laboratory period per week.

b. The "maximum" program is designed to satisfy the requirements for schools granting 1 full credit for each year completed. It consists of 120 hours of instruction per year for each of three years of high school and has three classroom sessions and two leadership laboratory periods per week.

A brief outline of the current three-year curriculum is shown below:

SECTION I —Naval Science I
(10th Year)
- Orientation and Sea Power
- Naval History
- Leadership
- Health Education
- Navigation
- Seamanship
- Drills, Commands and Ceremonies

SECTION II — Naval Science II
(11th Year)
- Orientation and Sea Power
- Naval History
- Leadership
- Oceanography
- Health Education
- Navigation
- Seamanship
- Shipboard Indoctrination
- Drills, Commands and Ceremonies

SECTION II — Naval Science III
(12th Year)
- Orientation and Sea Power
- Naval History
- Leadership
- Oceanography
- Meteorology
- Navigation
- Seamanship
- Shipboard Indoctrination
- Drills, Commands and Ceremonies

The course is basically academic in nature. It follows a functional and dynamic approach to understanding naval problems, as well as covering the responsibilities and opportunity of leadership, a tradition of the naval profession.

The program is designed to be fully accredited by the host institution and other accrediting agencies concerned.

# MARINE CORPS JROTC

The Marine Corps Junior ROTC program is entitled Leadership Education. It is a three-year academic program with an optional fourth year for those schools with programs beginning at the ninth grade. A mandatory four-year course of instruction is offered at military high schools. The curriculum is designed to support a minimum of 96 hours up to a maximum of 180 hours of instruction. This flexibility allows the Marine Corps Junior ROTC program to be offered as a three-day per week, or a five-day per week elective, depending upon the wishes of the local school administration.

## Curriculum

The Marine Corps Junior ROTC program has four major areas of emphasis:

- The Leadership Training course comprises a minimum of 25 per cent of the curriculum. Although other courses offer some leadership training, the subject matter in this course includes leadership principles and techniques, communication skills, human relations skills, self-study and the study of others; an opportunity to practice these skills and techniques in various roles is extensively provided.
- Drill, Ceremonies, and Fitness—Drill and ceremonies are basic and necessary courses for any military organization. Additionally, these provide an opportunity to apply leadership skills learned. These are combined with fitness and are presented with varying emphasis, based upon local needs. This course must not exceed 25 per cent of the curriculum.
- Marksmanship—Basic skills in marksmanship and knowledge of individual weapons and weapons safety are taught. This course must not exceed 25 per cent of the curriculum.
- Military Organization and Orientation is a course which

**A Marine instructor explains a piece of equipment to Navy Junior ROTC cadets during an orientation visit to the USMC facility at Camp Lejeune, North Carolina. The Marines and the Navy each supports a separate ROTC program for high school students.**

presents military customs, traditions and history, as well as the essential military subjects and organizations necessary to provide the student with a knowledge of the purpose and structure of the national defense establishment. This course must not exceed 25 per cent of the curriculum.

The first year (Leadership Education I) course presents a basic knowledge in each major course and lays the foundation for grade levels to follow.

The second year (Leadership Education II) course is more advanced than Leadership Education I and provides a general study within each major course.

The third course (Leadership Education III) places an emphasis on leadership application and training.

**Establishment of Marine Corps Junior ROTC Units**

Information can be obtained by writing to the Director of the Marine Corps District in which the school is located:

| **If the school is in:** | **Write to:** |
|---|---|
| Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont | Director<br>1st Marine Corps District<br>605 Stewart Avenue<br>Garden City, New York 11533 |
| Delaware, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, West Virginia | Director<br>4th Marine Corps District<br>1100 S. Broad Street<br>Philadelphia, Pennsylvania 19146 |
| Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee | Director<br>6th Marine Corps District<br>Citizens Trust Building<br>75 Piedmont Street, N. E.<br>Atlanta, Georgia 30303 |
| Arkansas, Louisiana, New Mexico, Oklahoma, Texas | Director<br>8th Marine Corps District<br>New Orleans, Louisiana 70130 |
| Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota | Director<br>9th Marine Corps District<br>9401 Santa Fe Drive<br>Overland Park, Kansas 66212 |
| Arizona, California, Oregon, Idaho, Montana, Nevada, Utah, Washington | Director<br>12th Marine Corps District<br>Building 7, U.S. Naval Station<br>Treasure Island<br>San Francisco, California 94130 |

High schools in the following states presently do *not* have Marine Corps Junior ROTC units:

Alaska
Connecticut
Delaware
Hawaii
Kansas
Maine
Maryland
Minnesota
Missouri
Montana
Nebraska
Nevada
New Hampshire
New York
Oklahoma
Oregon
North Dakota
South Carolina
South Dakota
Utah
Vermont
West Virginia
Wisconsin
Wyoming
District of Columbia

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# AIR FORCE JROTC

Air Force Junior Reserve Officers Training Corps (AFJROTC) is now being offered in 266 high schools across the Nation, Guam and at DoD schools in Europe. Additional locations will be added to reach the maximum level of 275 units allowed to the Air Force.

Each school has a retired Air Force officer as an instructor, and may have one or more retired noncommissioned officers serving as assistant instructors.

Academically oriented, Air Force Junior ROTC is primarily designed to enable high school students to become better informed citizens on the challenges and opportunities of aerospace. In addition, it is intended to develop leadership capabilities in the student, and to introduce him to the magnitude of the national defense effort. It is also designed to promote habits of orderliness, personal honor, self-reliance, and discipline.

**An Air Force Pilot at Eglin Air Force Base, Florida, adjusts the flight equipment for a Junior ROTC cadet during an orientation visit to the base. Air Force Junior ROTC is currently offered in 266 high schools across the Nation, Guam and Department of Defense schools in Europe.**

## BACKGROUND

Air Force Junior ROTC was authorized when the President signed into law the ROTC Vitalization Act of 1964. Previously, only the Army had a high school ROTC program. Now all four Services were to have it. Air Force Junior ROTC was first introduced into 20 high schools in the fall of 1966.

Responsibility for operation of the Air Force Junior ROTC program was assigned to Air University at Maxwell Air Force Base, Alabama, and to its Air Force ROTC component for development.

Junior ROTC is basically a three-year program, but it can be expanded to four years to accommodate military institutes or schools that desire a fourth year. Each new school introduces the course at the 10th grade level, adding a new grade level each year until the complete program is offered.

## INSTRUCTORS

The instructor is the key to the success of the entire program. He must have enthusiasm for aerospace education, for the Air Force, and for teaching, if he is to be successful.

Retired Air Force officers teach the academic portion of the course, entitled Aerospace Education. The Aerospace Education Instructor (AEI), as he is known, instructs largely in the classroom. Although he teaches in uniform and his students sometimes wear uniforms, he teaches a subject that is an integral part of the school's curriculum.

The noncommissioned officer instructor is the Assistant AEI. His main job is to assist the AEI in teaching Aerospace Education and in conducting the program. Under the supervision of the AEI, he may teach drill or any other portion of the curriculum for which he has a competency. As is the case with the AEI, he is a regular member of the school faculty.

Air Force ROTC recommends qualified instructors to the schools, but the schools are the final hiring authorities. They prefer instructors who have recently retired, are about to retire, or retirees who have accumulated teaching experience in high schools. Normally those who have been retired for more than four years are not considered.

A school qualifying for a Junior ROTC unit may hire one retired officer instructor per 100 enrolled ROTC students, and one retired NCO instructor.

As a minimum the officer or warrant officer instructor must:

- Be retired with at least 20 years of active duty;
- Possess a college degree;
- Be certified as a high school teacher or be willing to work toward certification;
- Be less than 65 years of age (schools are usually reluctant to consider anyone 55 years of age or older);
- Be of good moral character; and
- Meet high standards of military bearing and appearance.

Graduate work, professional education, high school or military teaching experience, and military career are all considered in the selection of instructors.

As a minimum the NCO must:

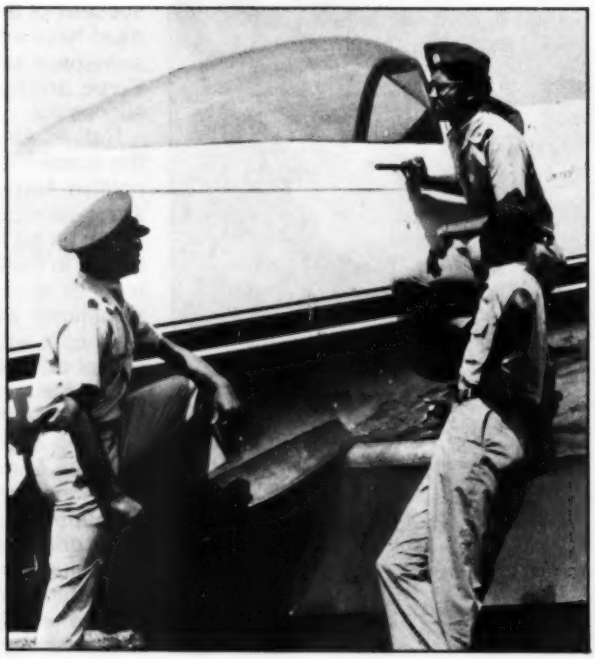
- Be retired with at least 20 years of active duty;
- Be a high school graduate;
- Be less than 65 years of age;
- Be of good moral character; and
- Meet high standards of military bearing and appearance.

Past instructor experience, drill or supply experience, and other military assignment experience will be considered in the NCO selection. Preference will be given to graduates of an NCO academy or the Academic Instructor School, and to those who have had experience in the Senior ROTC program.

The minimum salary paid instructors by the school is an amount equal to the difference between the instructor's retired pay and the active duty pay and allowances he would receive if called to active duty, exclusive of hazardous duty pay. (One half of this amount is reimbursed to the school by the Air Force.)

The period of the contract between the school and the instructor may range from 9 to 12 months. A number of schools are offering 12-month contracts. The length of the contract is a matter of negotiation between the applicant and the school.

As new schools begin the program, the Air Force will continue to seek the best qualified of its retiring officers and NCOs to fill teaching positions. Air Force ROTC encourages early application for these positions. They will accept applications from qualified officers and NCOs up to two years prior to retirement. At the latest, the individual should apply prior to February of the year in which he wishes to start teaching.



**Air Force Junior ROTC students take a look into the past as they inspect a World War II F-51 Mustang. The Air Force Junior ROTC curriculum is broadly designed to cover all aspects of aviation and areospace.**

## CURRICULUM

Broadly designed to cover all important aspects of aviation and space, the three-year program (four years for military schools) gives the instructor latitude in adapting the curriculum to the individual desires of each participating school.

Application, not theory, is emphasized to avoid possible duplication of subject matter in other courses. Emphasis is on the relationship between important elements of the sciences—natural, physical, and social—and aerospace education. The curriculum is especially designed to assist the student in becoming a better informed citizen about aerospace, its challenges and opportunities.

Aerospace Education consists of a minimum of 96 hours of instruction a year. This includes the portion of the program devoted to Leadership Education. Participating schools have the option of offering more than 96 hours of Aerospace Education

each year, and many schools with Junior ROTC units are offering approximately 180 hours each year.

The first year deals with aerospace pioneers and equipment, and is a general preparation for studying aerospace principles and operations.

During the second year, normally in the 11th grade, the student begins to acquire a deeper knowledge of the principles of flight, propulsion, navigation, and other fundamentals.

In his final year of high school ROTC, the student studies space technology, international space programs, human factors of aviation and space, defense of the United States, and aerospace opportunities.

## AIR FORCE SUPPORT

Air Force Junior ROTC is a cooperative effort between the school and the Air Force. The program provides aerospace information that relates to many fields of secondary education. In essence, it is the individual high school's program, but supported by the Air Force. Within Air Force guidelines, local school authorities establish standards to meet local needs.

The Air Force supports the program and insures that it meets contractual objectives. This support includes:

- Approving retired Air Force officers and NCOs to be employed as instructors, and reimbursing the school for a part of their salaries;
- Providing educational materials and equipment related to teaching the course;
- Providing uniforms and insignia for cadets; and
- Providing limited telephone, transportation, and clothing maintenance allowances.
- Nearby Air Force bases provide additional authorized support for the Junior ROTC unit.

# ARMY JROTC

The Army Junior Reserve Officers Training Corps/National Defense Cadet Corps (JROTC/NDCC) curriculum has been developed in response to changing educational philosophies and concepts. The curriculum is designed to support the Army JROTC/NDCC objectives, which are to develop:

- Good citizenship
- Self reliance
- Leadership
- Responsiveness to constituted authority
- A knowledge of basic military skills
- An appreciation of the role of the Army in support of the national objectives
- Ability to communicate effectively both orally and in writing
- An appreciation of the importance of physical education to the accomplishment of these objectives.

The JROTC/NDCC program is a cooperative effort contractually agreed to by the Army and host institutions as a means of providing secondary-school students opportunities for leadership development in the interest of national security. The Army continues to maintain a cordial and cooperative relationship with host institutions based on mutual respect and understanding of the responsibilities and interests of each party. The mutual goal is to develop an appreciation of the Army in its role of national defense.

The program provides for either a three or four year course of JROTC/NDCC instruction that may be elective or required as determined by the secondary school officials. School officials may choose to conduct the Academic Program, the Technical Program or both. The Academic Program is conducted at secondary schools whose academic curriculum is designed for college-bound students. The Technical Program is conducted at secondary schools whose curriculum includes a vocational program. Satisfactory completion of either program can lead to advanced placement credit in the Senior Division ROTC, the Active Army, or the Army Reserve/National Guard.

### Types of Training

The academic program consists of a minimum of 96 hours per year and is pursued by students who are following a regular high school academic curriculum. Adoption of the technical program will permit up to 25 per cent substitution of military training hours, with vocational courses (for example, metal, wood, automotive shop, typing, electric shop, etc.) that can be related to a specific military occupational specialty.

### Curriculum

Citizenship and leadership training is emphasized each year of the program.

The first year course includes an introduction to JROTC and military organization, weapons, American military history, courtesies, customs and rules of conduct, and first aid.

| Establishment of Army Junior ROTC Units<br>Information can be obtained as follows: | |
|---|---|
| **If the school is in:** | **Write to:** |
| Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, New Jersey, Delaware, West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida | Commander, U.S. Army<br>First ROTC Region<br>ATTN: ATOR-OP-J<br>Fort Bragg, North Carolina 28307 |
| Tennessee, Missouri, Kentucky, Ohio, Indiana, Illinois, Wisconsin, Michigan | Commander, U. S. Army<br>Second ROTC Region<br>ATTN: ATOB-OP-JR<br>Fort Knox, Kentucky 40121 |
| Kansas, Oklahoma, Texas, Arkansas, Louisiana, Mississippi, Alabama | Commander, U. S. Army<br>Third ROTC Region<br>ATTN: ATOC-OP<br>Fort Riley, Kansas 66442 |
| Washington, Oregon, California, Idaho, Nevada, Utah, Arizona, Montana, Wyoming, Colorado, North Dakota, South Dakota, Nebraska, Minnesota, Iowa | Commander, U. S. Army<br>Fourth ROTC Region<br>ATTN: ATOD<br>Fort Lewis, Washington 98433 |
| Alaska | Commanding General<br>U.S. Army Alaska<br>ATTN: ARARC<br>APO U. S. Forces 98749 |
| Hawaii | Commanding General<br>U. S. Army Hawaii<br>ATTN: HGAG-M<br>APO U. S. Forces 96557 |
| Puerto Rico | Hqs. U. S. Army Forces<br>Southern Command<br>ATTN: SCARAG-MPA<br>Fort Amador, Canal Zone 09834 |

In the second year the student continues weapons study and adds psychology of leadership, tactics, and maps and terrain analysis.

The third year student goes more deeply into weapons, tactics, and map and terrain analysis, and begins new development, military teaching methods, opportunity, obligations and benefits of military service, and counterinsurgency.

The fourth year course for those schools offering the four year program (military high schools or academies) includes tactics, branches of the Army, communications, and methods of instruction.

A new curriculum under the following approved concept is currently under development. The curriculum will have common subjects to be taught in all participating schools, additional military-orientated materials, and optional curriculum activities which provide for orientation, enrichment and extension. The military-orientated materials will focus on the Army, but will include each of the other Services. Optional curriculum activities will provide sufficient latitude to adapt programs to local conditions, interests and resources.

Camps at military or other facilities of up to 14 days duration may be authorized under certain conditions.

High schools in the following states presently do *not* have Army JROTC units:

Connecticut
Delaware
Iowa
Montana
New Hampshire
North Dakota
Oregon
South Dakota
Vermont

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